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ABSTRACT

This report encourages goal and standard setting for administrators and administrator participation in the appraisal process. The first section outlines the weaknesses of present evaluation systems. The second section, which deals with a goal-oriented system, discusses the philosophy behind the system, the standards of performance, and the development of appropriate instruments for appraisal. The last section points up the importance of the self-appraisal, the motivation, and the inservice training aspects of an appraisal system. Appendixes provide sample appraisal instruments. (JF)

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Administrative Appraisal:

A Step to Improved Leadership

by

Robert E. Greene

EA 004 398

NATIONAL ASSOCIATION OF SECONDARY SCHOOL PRINCIPALS
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Foreword

Accurate appraisal of administrative performance continues to be an important consideration of school administrators throughout the country. Many principals and other administrators are currently being asked to assist in designing or revising administrative appraisal systems that can be used effectively to improve educational leadership. *Administrative Appraisal: A Step to Improved Leadership* presents a number of significant ideas and suggestions to help them formulate meaningful systems.

The major contributor to this document was Robert E. Greene, director of personnel, Culver City Unified School District, Culver City, Calif., who prepared the initial drafts of this manuscript for NASSP. We appreciate his comprehensive delineation of the appraisal issues. Appreciation is also expressed to the many administrators who have reacted to part or all of this monograph and in particular to Paul W. Hersey, director of Professional Assistance, for initiating and coordinating the project.

Owen B. Kiernan
Executive Secretary
National Association of
Secondary School Principals

May 1972

Preface

The principal, as the embodiment of all school administrators, faces the challenge of an age in which the rate and magnitude of change is unprecedented. He cannot afford the luxury of waiting to see what will happen. He must fulfill the exacting requirements of being a change agent.

As an administrator he must strive to make the process of change work to the advantage of education. Just as the traditional engineer is dedicated to seeking solutions and harnassing technology, the administrator must seek resolution of educational problems. It means developing competency in a variety of areas on a continuing basis. It means a constant pursuit of excellence.

Traditional modes of appraisal have looked backwards. This is inconsistent with an age of change. This monograph suggests that there is a modern, positive thrust in appraisal which "looks forward." The forward look is achieved through the medium of setting goals and objectives. Improvement of performance, the central theme in this approach, is dramatically enhanced when the appraisee is significantly involved in the entire process. When the emphasis is on performance and the intent of the process is to improve rather than prove, a climate of confidence will prevail. And, within this climate, each administrator can achieve higher levels of effectiveness.

Robert E. Greene
Director of Personnel
Culver City Unified School District
Culver City, Calif.

Introduction

The increasing demand for accountability in education calls for strict assessment of a school's stewardship and service to the public.

The U.S. Chamber of Commerce, in a widely circulated publication, recently asked these questions on accountability and the effective management of the nation's schools:

> But what about its [the U.S. school system's] productivity? Its effectiveness? What has the American public received for its money?

Reporting on a national survey of trends in administrative evaluation, the Educational Research Service of the AASA and the NEA points out that in 1971 only 84 school districts claimed to have formal evaluation systems, that larger school systems were more likely to evaluate administrative behavior than smaller districts, and that only 25 percent of those districts evaluating administrators have adopted a performance objectives method of appraisal (the others still use check lists and pre-determined performance standards). In addition, the survey disclosed that some states (for example, California, Florida, Hawaii, Oregon, and Washington) have recently mandated evaluation by statute.

The public is unanimous in demanding educational accountability. The message is clear that new dollars for education will not be forthcoming until the taxpayer's confidence is restored in what is currently happening in schools and until he can expect a reasonable return from additional investments.

It is incumbent now upon all educators to develop specific procedures for measuring and giving public proof of the schools' effectiveness. Because the principal is the single most important determiner of educational climate in any school, many boards of education and superintendents feel that the principalship is the logical starting point for initiating a formal system of administrative accountability.

In some systems where formal assessments of building administrators are being conducted, reexamination of evaluation techniques has become the order of the day. Other systems that have offered few if any appraisal opportunities to administrators are now beginning to develop them. Some principals, when notified that they would be evaluated, have been asked to assist in formulating or revising guidelines and instrumentation. Most, however, have not been given that opportunity to share in the assessment process.

To aid principals throughout the country in giving leadership to the formulation or revision of appraisal systems, NASSP presents this monograph, *Administrative Appraisal: A Step to Improved Leadership*. Although Section I outlines the weaknesses of present evaluation systems, the monograph's major purpose is to suggest in Sections II and III some positive steps that principals can take in helping boards of education and superintendents to construct effective administrative assessment systems. Exhibiting leadership toward achieving equitable evaluation will mean professional growth for school administrators.

Peter Drucker, in discussing the effective administrator at NASSP's Annual Convention in 1964, expressed the central thesis of *Administrative Appraisal: A Step to Improved Leadership*:

> Knowledge and skills . . . one can always acquire. But the basic personnel decisions should always be made on what a man *has* rather than on what a man lacks, on his strengths rather than on his weaknesses, on what he can do very well rather than on what he can do badly or not at all. The effective administrator builds on strength, looks for strength, staffs for strengths.

This is what effective administrative appraisal systems are all about – emphasizing a search for strengths rather than for weaknesses and building educational leaders.

Paul W. Hersey
Director of Professional Assistance
National Association of
Secondary School Principals

Prologue

The memo from the assistant superintendent was simple and to the point. It reminded the principal that he was expected in Dr. Mason's office on Thursday for the annual evaluation conference. Jim Grayson, principal of South High School, muttered a bit to himself as he read it. Somehow, it irritated him. There was no pretense of involvement here. He was supposed merely to report and listen to Herb tell him about how he saw the past year.

Why did it bother him so? He knew Herb had to follow the procedure. It was just that the procedure was so sterile. That meaningless rating sheet; and Herb, floundering around for the right words, trying to follow precepts of good managerial techniques when it was impossible to do so with that rating form. Jim noted that his secretary had already put it in his date book. "That will be a wasted afternoon," he thought. Then his mind switched to other things, vaguely uncomfortable with himself for feeling so defensive.

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SECTION I

State of the Art

If formal administrative appraisal occurs in your school district, the scene described in the Prologue may be familiar, although possibly less offensive than some, since in this instance the principal was notified of his evaluation in advance. Such incidents do not reflect positively on the state of the art of personnel evaluation. School administrators schooled in good management techniques frequently are not very effective when working with evaluation procedures. They may even use techniques that actually curtail the potential in other administrators equally knowledgeable in the precepts of good administration.

The tragedy is that appraisal programs in some of our school districts often accomplish the opposite of what is intended. The improvement of instruction is almost always cited in prefaces to appraisal programs as the purpose for evaluation. Indeed, that should be the goal. However, school systems initiating a formal evaluation process many times employ appraisal instruments at least 50 years old in concept.

Typical rating instruments still devote considerable space to manner of dress, oral expression, and other factors that are more indicative of personality than of administrative ability.

Such factors are important and have a place in evaluation, but not to the degree they are given on many forms.

Are better rating instruments the answer?

They certainly are not the whole answer! The *process* of appraisal is more important than the instrument used. This fact must be emphasized. Instruments, it must be remembered, are only vehicles to accomplish the task.

HOW DO TYPICAL APPRAISAL INSTRUMENTS APPEAR?

Instruments come in a variety of formats. Most of them are organized so that the appraisal factors under consideration can be evaluated according to a checklist. Thus, in an effort to simplify the appraisal process, human performance, in all its complexity, is reduced to numbers. Regardless of the physical arrangement on paper, an instrument that uses rating as its prime ingredient is always characterized by some type of sliding scale, including 9-, 5-, 3-, and 2-point scales. Some use letter grades, such as *A*, *B*, or *C*, while others use words like *unsatisfactory*, *poor*, *good*, and *superior*. Exhibits 1 to 3 illustrate typical sliding scales used on appraisal instruments.

In the first example, the appraiser is asked to choose from four possible grades. The two other examples provide checklists coupled with a total score. Although slightly different in design, all three are identical in concept. *Each one represents an attempt to fix the performance of the administrator at a vague, unclear point on a scale.*

Another system forces the evaluator to choose between two rates. Usually, the choice is between *satisfactory* or *unsatisfactory*. Exhibit 4 illustrates this approach.

Exhibit 1 – (Using letter grades)

Probationary Progress Report
for
Principals and Assistant Principals

INSTRUCTIONS: (Prepare in triplicate)
Column one may be filled in by the individual on a self-appraisal basis, using the following markings:

+ One of my strongest characteristics
V Neither my strongest nor weakest
– One of my weakest characteristics

Column two is to be filled in by the *Principal* (when reporting on Assistant Principals) and by the *Assistant Superintendent* (when reporting on Principals).

E – Excellent
G – Good
S – Satisfactory
U – Unsatisfactory

1	2

1. PERSONALITY – The degree to which this person exhibits a pleasant, cheerful disposition, enthusiasm, sense of humor, and an appealing manner with teachers, pupils, and others.
2. PERSONAL APPEARANCE – The type of grooming which reflects neatness, attractiveness, and appropriateness of attire.
3. PHYSICAL HEALTH – Posture and bearing which gives evidence of energy and vitality in daily responsibilities.

Exhibit 2 – (Using number range, 76-100 Good, 51-75 Recommended, etc.)

76-100 Good 51-75 Recommended 50 & Under Not Recommended Score				
PERSONAL CHARACTERISTICS	Unsatis-factory	Requires Improvement	Effective	Very Effective
1. Grooming and general appearance 2. Health 3. Energy 4. Emotional Adjustment 5. Social Adjustment				

Exhibit 3 – (Using number ranking)

1. Experience in Administration.	0 Yrs.	4 Yrs.	8 Yrs.	12 Yrs.	16 or More Yrs.
2. Other significant experience.					
3. Level of Preparation.	B.S.	M.S.	M.S. +15	M.S. +30	Doctorate
4. Relationship with teachers, students, and non-professional staff.	1	2	3	4	5
5. Relationship with administrative staff.	1	2	3	4	5
6. Relationship with public.	1	2	3	4	5

Exhibit 4 – (Binomial instrument)

EVALUATION REPORT FOR ADMINISTRATORS					
NAME:	POSITION:		DATE:		
	S	U		S	U
1. Emotional stability			10. Planning, Organizing		
2. Health			11. Professional growth		
3. Personal appearance			12. Business management		
4. Decision making			13. Oral expression		

The impact of this instrument is apparent. Anyone who has the temerity to rate an administrator as unsatisfactory in the area of *emotional stability* has to expect a question about the evaluator's training in psychiatry. The very next item on *health* might give rise to a similar concern regarding his experience in medicine.

WEAKNESSES IN TYPICAL RATING INSTRUMENTS

The major problem in the rating instruments just described is that they rely on the evaluation of personality factors. A person's mental stability is, of course, important to his work. So are his health, his ability to make decisions, and his oral expression. But many instruments force an *appraiser* into the untenable position of rating such factors on a scale. Their basic weakness is in the assumption that these variables that do not involve production absolutes can be reduced to a single figure on a rating form. Regardless of the nice, neat finality that results from a rating sheet, the fact remains that choosing one point on a continuum over some other point is entirely too arbitrary. *Appraisal must be directly tied to performance.* The question is how to do it.

Besides these kinds of weaknesses, evaluation systems can also be weak in their insensitivity to human needs. George Odiorne has identified two kinds of flaws that commonly arise in inadequate systems. They are the "halo" effect and the "horn" effect.[1] Both are prevalent in many appraisal systems.

HALO EFFECT – This involves the tendency to rate an employee very high because of:

- *Past Record*– Good past work tends to carry over into current period.
- *Compatability* – Those we like we rate higher.
- *Recency* – The man who did a good job yesterday gets higher rating today.
- *Blind Spot* – The boss doesn't see defects because they are similar to his own.
- *The One-Asset Man* – The glib talker or man with the impressive appearance often ranks higher.

HORN EFFECT – The reverse of the halo effect involves the tendency to rate people lower because of:

- *Perfectionism* – The boss' expectations are so high, he is disappointed.
- *Contrary Subordinate* – The guy who disagrees too often gets lower ratings.
- *Oddball* – The maverick or non-conformist is rated lower.
- *Guilt by Association* – A man is judged by the crowd with whom he associates.

[1]George Odiorne, *Management by Objective* (New York: Pitman Publishing Corp., 1965), pp. 177-79.

- *Dramatic Incident* – A recent goof can wipe out a year's work.

An appraisal system that is goal-oriented will not entirely eliminate the halo and horn effects, as the processes of evaluation and management will always reflect the administrator and his way of administrating. The nature of the target or goal approach minimizes the effect of these two factors because the *emphasis is on performance* and not on the individual. Section II describes how to design a goal-oriented system.

MANAGEMENT BY OBJECTIVE (MBO) AND PERFORMANCE APPRAISAL

One of the best documented and perhaps most significant studies of the actual appraisal process was conducted by Meyer, Kay, and French at the General Electric Company. Faced with contradictory evidence regarding patterns of appraisal, General Electric conducted a year-long comprehensive and scientific testing of the best of their programs. The best included appraisal based on job responsibilities rather than on personal characteristics of individuals.

Tests were designed to evaluate the *effects of participation* in the evaluative process. One group of managers was instructed to use *high participation* and another to use *low participation.* The latter group operated in much the same way as in traditional evaluation programs. They formulated goals for their subordinates and then conducted the review in the performance assessment conference.

Two results of this study are significant:

1. Those employees involved in the low participation groups reacted more defensively than those in the high participation level and achieved fewer goals.
2. The high participation group was associated with better mutual understanding between manager and subordinate, greater acceptance of goals, better attitude toward appraisal, and a feeling of self-realization on the job.

The study also found that:

- Criticism has a negative effect on good achievement.
- Praise has little effect one way or the other.
- Appreciable improvement is realized only when specific goals and deadlines are mutually established and agreed upon.
- Defensiveness resulting from critical appraisal produces inferior performance.
- Coaching should be a day-to-day, not a once-a-year, activity.
- Mutual goal-setting, not criticism, improves performance.
- Participation by the employee in the goal-setting fosters favorable results.

From the results of this study, General Electric evolved the appraisal process they call Work, Progress, and Review (WP & R). It almost sounds like the old, but true, saw: "Plan your work and then work your plan." The intent of the new method is to create a situation where the manager can assist the subordinate to greater achievement and discuss performance without the subordinate's becoming defensive. The flavor of the new approach is man-to-man, with more fre-

quent discussions and emphasis on *mutual* goal-planning and problem-solving.

George Odiorne, director of the Bureau of Industrial Relations at the University of Michigan, has made his thoughts on this concept clear: "Controversy over appraisal of management performance has arisen because appraisals have traditionally been considered as a function separate and distinct from the general system of management itself, yet the process of measuring managerial performances is not at all incidental to managing. It is manifestly part of the process of managing."

As noted in NASSP's *Management Crisis: A Solution,*[2] the reality of school principals' involvement in the decision-making process leaves something to be desired. In many cases, his involvement in determining the direction of his own performance has been minimal. If he has been appraised in a traditional mode, everything evaluated has been "after the fact." If, on the other hand, he operates in a goal-setting mode, he would be actively engaged in self-direction with concomitant responsibilities.

This approach, if handled intelligently and positively, has a way of becoming an all-pervasive force in an organization. Administrators at different levels of responsibility who begin to operate in an appraisal system characterized by management by objectives develop patterns of mutuality, which in turn establish better communication, smoother lines of organization, and common agreement.

Participation or involvement is an essential ingredient in this method. Instead of working toward management by ob-

[2]*Management Crisis: A Solution* (Washington, D.C.: National Association of Secondary School Principals, 1972).

jectives, perhaps administrators should work toward management by *shared* objectives. Sophistication in this process will involve administrators in the determination of organizational goals as well as individual goals. This will not take place overnight; however, it is a matter of deliberate development.

The essence of the MBO approach is for the appraisee to select targets and then be measured according to his progress toward those targets. MBO operates on the premise that, if you don't have a goal, you really don't know where you are going and you may not know when you have arrived.[3]

SUMMARY

Not many school districts have formal and comprehensive administrative appraisal systems; but, of those that do, many rely on systems having antiquated instruments and serious philosophic flaws. Typical weaknesses have been described in Section I to alert readers to the dangers of using many of the current appraisal systems as models for emulation. By contrast, the next section suggests ideas for the development or redesign of goal-oriented appraisal systems.

[3]The Madison, Wisc., school system reports that all its administrative personnel are on management-by-objective contracts, which provide performance level salaries.

SECTION II

Designing a Goal-Oriented System

No single appraisal design fits the needs of all districts; however, general guidelines can assist the designing or redesigning of a system tailored to a district's particular needs.

Involving representatives from the group that will be directly affected by a new system is an absolute necessity. To design an appraisal system at the top of an organization and impose it on those who have to implement it is to invite failure. Those to be affected by it must participate in its *design, installation, administration*, and *review*. This cannot be overemphasized.

A committee developing an evaluation program for school district administrators should include principal(s) and assistant principal(s) on the secondary level, elementary principal(s), director of guidance, assistant superintendent for curriculum, director of personnel, and superintendent (in small districts). A committee's number depends on the size of the district, but it should range between 9 and 15. Some districts have also used teachers and representatives from the

board of education, as well as citizens representing the private sector.

Once organized, the committee should conduct regular meetings. Target dates should be established for completion of the project. Progress reports to the administrative staff and the board of education should include rough drafts so that staff members have a chance to react individually.

An appraisal committee can divide its work into *three distinct steps.* Phase one concerns the *philosophy* behind the approach, phase two encompasses the *standards of performance*, and phase three involves the *development of the instrument.* These three major developmental steps should be taken *in sequence.*

STEP ONE – PHILOSOPHY

The WHY part of the procedure is essential. What develops later depends on the posture assumed in this first step. Although members of the committee will be impatient to move ahead quickly, they must exercise caution in this early stage when research is necessary. They will want to investigate appraisal systems as thoroughly as possible by reviewing periodicals, books, and sample appraisal systems that emphasize goal-oriented approaches. They will also need to examine what other school districts, both public and private, have done. If feasible, consultants should be used to provide the perspective of an impartial third party.

During their discussions and deliberations, members of the committee must constantly ask *WHY an appraisal*? Why do we appraise performance? What do we expect to achieve? Why do we need to develop one type of procedure as op-

posed to others? What specific objectives can be identified and listed for the appraisal program? What do we want to gain from our appraisal program?

Answering these kinds of questions will actually chart the school district's course. Districts which merely rearrange their current instruments or borrow a specific instrument from another school district will not effect substantial change in administrative behavior. On the other hand, starting with a carefully developed philosophy affords the possibility of change.

STEP TWO – STANDARDS OF PERFORMANCE

The most time-consuming step in developing an appraisal system is the WHAT. Too frequently, administrators ask: "What's expected of me?" Unfortunately, they usually don't get an answer. When they are chided, they respond honestly with: "But nobody ever told me that it was my responsibility." They spend a great deal of time learning what the organization expects and wants. Friends can sometimes offer a few pointers, but that's hardly the way to learn job expectations.

Standards of performance need to be developed and made known to each employee. Administrative responsibilities fall into several categories, among which are curriculum and instruction; administration; organization; pupil, staff, and community relations; and facilities. The appraisal committee must develop statements which describe optimum behavior for an administrator within every area of responsibility.

The abbreviated statements shown in exhibits 5 and 6 illustrate the kinds of statements currently in use in Culver City, Calif., and Highland, Ind.

Exhibit 5 – Role Expectations

Curriculum and Instruction

I. In the broad areas of curriculum and instruction, the effective educational leader:

A. Develops and maintains a school, department or subject area philosophy consistent with the school district philosophy.

B. Is an active participant in the development of district-wide curricula structure. Actively participates in the development of a school district philosophy specifying instructional and curricula objectives.

C. Designs administrative structure and defines responsibilities in the area of curriculum and instruction.

D. Is actively involved in developing comprehensive goals and performance objectives for specific areas in the curriculum.

E. Establishes and maintains a professional library for staff use.

F. With the aid of the staff develops student activities consistent with the school district philosophy.

G. Keeps himself informed and up-to-date regarding new developments in curriculum and instruction.

H. Assists staff members in investigating and evaluating promising new developments.

I. Works cooperatively and constructively in securing staff support for implementing instructional change in the schools.

J. Consistently seeks better ways in which to communicate effectively the philosophy of the school district to members of his staff.

K. Conducts research projects related to curriculum and instruction in the schools.

L. Assists staff members in selecting appropriate and significant objectives for instructional improvement.

Exhibit 5 – Role Expectations (continued)

Professional Growth

I. The effective educational administrator who assumes responsibility for a continuing personal program of professional improvement:

A. Follows a systematic plan for attainment of personal and professional growth objectives through such activities as:

1. Planned programs of independent reading and study.
2. Selected university courses.
3. Selected professional meetings.
4. On-the-job role development.

B. Participates actively in group undertakings for professional growth of administrators and supervisors such as:

1. Workshops and conferences.
2. Study groups.
3. Planning and research projects.
4. Pilot programs.
5. Appraisal and evaluation activities.

C. Identifies and assigns priorities to significant professional growth activities related to his particular role.

D. Assists the administrative staff to identify desirable professional growth activities for participation by all administrators and supervisors.

Exhibit 6 – Indicators of Administrative Effectiveness

Pupil Personnel

I. The effective educational administrator devises and maintains efficient records systems to meet student and organizational needs:

   a. Provides for efficient and systematic maintenance of necessary and desirable individual records.
   b. Provides for maintenance and use of special purpose short-term records.
   c. Formulates and consistently follows clear policies regarding confidentiality of student records.

2. Plans, develops, and expands general guidance functions in the Highland Schools. (In this context, guidance functions are not specialized service, but constructive courses of action for meeting individual needs throughout the school setting. Teaching strategies, adapting instruction to individuals, and methods for resolving student problems, as well as special program features, are thus guidance activities. Guidance and instruction are viewed as inseparable.)

   a. Plans, develops, and refines group and individual guidance activities.
      1. Involves staff members in the study of student needs and development of appropriate policies, strategies, and classroom activities emphasizing developmental and preventive guidance.
      2. Conducts inservice programs directed to initiating, maintaining, evaluating, and refining school guidance functions.
      3. Bases decisions for changes on evaluations of proposed and existing guidance activities for suitability and effect on students.

   b. Applies principles of effective guidance to handling of student problems and conflict situations.
      1. Deals with causes as well as symptoms of student problems.
      2. Conducts systematic, constructive follow-ups to crisis encounters with students.
      3. Develops case studies of persistent or severe student problems.
      4. Acts to influence future behavior by securing teacher or student commitments to positive courses of action.
      5. Uses many sources of data for making major decisions affecting students.
      6. Consults with and makes referrals to specialists in seeking to resolve persistent or severe student problems.
      7. Defines and pursues courses of action which emphasize enabling as well as controlling functions.

These statements serve as specific guides to both the evaluator and the administrator being appraised by specifying areas of performance that need strengthening or improving. Principals all have different competencies representing a variety of strengths. If their talents are to be utilized for maximum effectiveness, appropriate objectives and targets should be selected for each principal.

Standards of performance, as well as written job descriptions, are essential to the process. Some administrators have never seriously reviewed their job descriptions, even though these descriptions usually delineate the scope of one's responsibilities and can assist in providing direction. They provide a useful guide when specific objectives are being designed to improve performance. A further and distinct advantage is the fact that both the appraisee *and* appraiser are looking at the same set of expectancies. This provides a common core of understanding.

The standards of performance only become "real" when the administrator puts down in writing specific objectives towards which he will work. When role expectations and job descriptions are finally reflected in specific objectives, an administrator has identified for himself a standard of performance.

STEP THREE – THE INSTRUMENT

Designing the *how* of an appraisal program focuses on the instrument or printed form used to implement an evaluation technique. By designing the instrument last, it can be made to conform to the program's objectives. An important thing to be kept in mind is that the instrument must be simple to

use, and open enough to cover a wide variety of objectives. Yet, in the final analysis, it must provide a comprehensive record of what was agreed upon as well as include an evaluation of the status of goals and objectives.

Specific and detailed directions for the entire program, including use of the instrument, should be printed in a foreword. The instrument itself should present only a minimum of instructions, being for the most part open-ended and providing space for the appraisee to write his objectives. The form should call for statements of specific dates for the accomplishment of objectives and should provide space for both the appraisee and appraiser to comment on the degree to which those objectives have been achieved in the time allotted. Instructions should suggest that when possible the appraiser should commend as well as comment.

SPECIFIC EXAMPLES FOR REVIEW (Instrumentation)

Scores of districts across the country have instruments worth examining. The designers of your district's instrument will probably want to review current examples as a necessary part of the appraisal committee's work, but, for an initial exploratory review, instruments from Highland, Ind.; Arlington Co., Va.; Cincinnati, O.; and Culver City, Calif., have been included in the Appendix.

Each instrument has something of value to review, in terms of intent, approach, and design. A district that has established a sound philosophical base for an appraisal system can afford to be eclectic, picking and choosing the most suitable ideas from other programs to complement its own.

A facsimile of the Highland, Ind., instrument is reproduced in Exhibit 7. It is open-ended, providing the opportunity for objectives to be written in the several areas of administration. The forms used in Arlington County, Va. (Exhibit 8), are similar but offer some slight variations. In both these plans the appraisee has to examine his own situation and then write his plans for improvement or maintenance of program. The burden of growth has been placed on the appraisee.

Forms used in Cincinnati, O., are shown in Exhibit 9. Again, these are similar to the Highland and Arlington County forms, but the format is more compact and the writing style more concise. What appears to be a numerical rating is directed toward the objectives (job targets) and does not deal with personality traits.

The overall evaluation section does elicit ratings of initiative and ability to motivate; however, these factors are not rated in isolation but in regard to specific targets or objectives. Also noteworthy is the fact that this Cincinnati district uses a third party or "reviewer" in the appraisal process, who reacts both to the validity of the objectives and to the findings of the appraiser and appraisee.

Exhibit 10 is a facsimile of the appraisal forms recently developed for administrators in Culver City, Calif. The outstanding characteristic of this format is that one is able to differentiate readily between objectives and activities. Objectives are written "in terms of expected outcomes." Activities are included in the "Delivery System" which permits the appraisee to list those means and methods needed for achieving the objective. This can provide for an all-important contingency factor that relates directly to the degree of accountability when achievement of objectives is evaluated.

OTHER CONSIDERATIONS IN DESIGNING AN INSTRUMENT

A sophisticated evaluation instrument might also ask the apraisee, when he writes down his objectives, to suggest one or more *indicators* that will be present at the completion of an objective (see Exhibit 10). Indicators might be also described as a set of conditions that will exist, illustrating the successful completion of a project or objective. The objective serves as a road map while the indicator serves as evidence of arrival.

The instruments used in the goal-oriented program have usually proven to be somewhat cumbersome for some people. Because they are not the same as the neat, one-page check sheet used in rating programs, these persons complain about the time consumed in this single phase of the total program. It is more complex and it does consume time. This very factor should be a reminder that the review conference is not *the* appraisal system. The negative feeling toward the consumption of time will lessen as administrators begin to work at appraisal all year long, not just during the annual review.

SUMMARY

The Philosophy behind the system, the Standards of Performance, and the development of an appropriate Instrument represent the real "nuts and bolts" of any appraisal program. Additional elements for administrative appraisal systems to function at maximum levels of effectiveness are described in Section III.

SECTION III

Additional Elements in a Functional Appraisal System

In addition to the three distinct steps already discussed toward formulating a good appraisal system, the following elements also should be considered if the system is to function effectively.

TYING THE PARTS TOGETHER

An appraisal program that consists of a brief outline or set of instructions printed on an instrument is only a partial program. To provide a total program, an appraisal plan should, in a systematic fashion, include:

- clearly defined program objectives
- provisions for involvement of appraisee and appraiser in program development and revision
- clearly delineated procedures and explanations
- schedules

- provisions for follow-up and assistance to the appraisee
- orientation and inservice training for those who will implement and operate the program
- an instrument which reflects the objectives of the appraisal plan.

Tie all these factors together by including a comprehensive and detailed description of each one in a handbook, and distribute it to all parties involved. It must include the *why*, *what*, and *how* of the appraisal system. Further, everyone on the management team must evidence by his concern and personal involvement in the plan that he is aware of and dedicated to the concept that appraisal is an important and integral part of the total operation of the school system.

DIALOGUE

Of tremendous importance is the need for the appraisee and appraiser to communicate with each other. A program not designed to foster dialogue is inadequate. Dialogue is more than talk; it makes the way for meaningful, realistic discussions of what is happening on the job, what success is being realized on specific objectives or targets, what factors are impeding progress, what help is needed, etc.

ASSISTANCE FOR THE APPRAISEE

An important part of any appraisal process is the need for and *willingness to provide assistance to the person being evaluated.* A direct benefit to the individual as well as the organization accrues from an exchange in which both parties engage

in mutual goal setting. Mutual goal setting results not only in involvement, but also in commitment to the mutually developed objectives. An appraiser who has a stake in the accomplishment of the objectives is likely to be sensitive to the needs of the appraisee and ready to give assistance. The handbook describing an evaluation program, in fact, should point out this relationship by specifically delineating the responsibilities of both the appraisee and appraiser in the whole process.

Evidence of the appraisee's receiving assistance is mandatory. Although the appraiser does not personally have to provide all the help, he should be responsible for seeing that assistance is provided from appropriate sources. Unfortunately, many appraisal programs emphasize the negative, and as a result the appraiser is not regarded with affection. An appraiser who wants to accentuate the positive will be able to do it more effectively if the format of the program permits him to operate as an adviser as the two parties work together to improve performance.

HONEST APPRAISAL

A system of appraisal that concentrates on performance and uses the vehicle of mutual goal setting will be characterized by a great deal more honesty than is evident in traditional approaches. It is difficult to be honest when two people are forced to discuss such sensitive personality characteristics as emotional stability, oral expression, manner of grooming, etc. *Without* personality getting in the way, the parties involved can concentrate on specific objectives: "Was this target realized or was it not?" And if not, "What were

the extenuating circumstances?" Honesty is not only likely to ensue in discussions of these topics, but it will be demanded.

DOCUMENTATION

To this point, the emphasis in the establishment of appraisal systems has been on success and growth. A practical system must also include the possibility of failures. Some appraisees are going to fail, and the organization must face the difficult task of dismissal. When this happens, facts will be demanded. Principals are familiar with the need for documentation related to personnel appraisal, and a good system provides for such. In many traditional programs, the evidence of a person having failed to accomplish what was expected of him was for the most part extraneous to the appraisal program. A system that mandates writing down goals and objectives and later evaluating them for degree of progress automatically provides a written record that is documentation. The instrument, if properly designed, includes a written record of the specific objectives toward which a person will work and an evaluation of each objective. The instrument itself is a primary source of documentation.

SELF-APPRAISAL

Self-appraisal is a thoughtful process of self-evaluation, a painstaking examination of one's own performance in order to form a basis for future action. The self-appraisal process may be enhanced by using a "feed-back" questionnaire with the staff. This form, however, should not be designed like a

checklist. Rather, it should be open-ended and simple. Opportunity should be provided members of the administrative staff to contribute their thoughts and opinions of how service to them might be improved. Exhibit 11 in the appendix represents only one example of this kind of questionnaire.

Some districts make the use of such an instrument optional, but more and more districts are making it a regular part of the total process, even suggesting a specific time of year when it should be completed. The principal can use the results to help identify areas of concern that need to be included in his personal and professional goals and objectives.

An appraisal program and the instrument must provide for formal self-appraisal. Only when an individual personally sees the need for change does he generate commitment in himself.

MOTIVATION

Motivation has been described as an influence that has an uplifting effect on attitude and performance. An important question is where does the motivation element fit into appraisal? Essential in the evaluation process is knowing what makes people do what they do – especially as it relates to job performance. Two studies seem to clarify the significance of this factor.

The results from a study done in the Pittsburgh area by Frederick Herzberg indicated that productivity, satisfaction on the job, and motivation were directly related to two sets of factors which he called "dissatisfiers" and "motivators."

The DISSATISFIERS were factors *usually* perceived by management as motivators. They included such things as pay, fringe benefits, policy, administration, supervision, and working conditions. An important distinction is made here. These factors *per se* would not make an employee do a better job, *but* the absence or deterioration of these in suitable form would definitely act as dissatisfiers. Herzberg called them "hygienic" and said they were the primary source of unhappiness on the job. Conversely, the MOTIVATORS were achievement, recognition for achievement, the work itself, responsibility, growth, and advancement.

M. Scott Myers' Study, based on the research of Herzberg, concluded that there were six maintenance and four motivational needs to be satisfied.[4]

The MAINTENANCE needs are identified as *economic, security, orientation, status, social,* and *physical.* To satisfy these needs, management must attempt to provide appropriate salaries, adequate fringe benefits, equitable working conditions, esthetic surroundings, satisfactory titles, etc.

The MOTIVATIONAL needs are *growth, achievement, responsibility,* and *recognition.* To encourage and motivate employees, he concluded, management must develop an atmosphere in which failure is the basis for growth, provide recognition for a job well done, publicize the expectation of high performance, and develop and encourage goal setting and the exercise of independent judgment.

[4]M. Scott Myers, "Who Are Your Motivated Workers?"*Harvard Business Review*, Vol. 42, No. 1, pp. 73–88.

PRINTING AND DISTRIBUTION

Every program must have a good start. The foreword and other materials should be printed and copies distributed to each administrator. Copies should also be circulated to the teaching staff, including the professional organizations. Although periodic reports are usually made to the board of education, a formal presentation to the board should be made to illustrate the entire spectrum of the system.

INSERVICE TRAINING AND REVIEW OF SYSTEM

During the first couple of years, especially the first, weaknesses in an appraisal program will come to light. Program reviews should be planned at the end of the first year, the second year, etc. It must also be anticipated that despite the best techniques of involvement, some administrators will be unable to accept fully the new approach. It will take time and training. For this reason, considerable effort must be given to inservice training.

Both appraisees and appraisers need time to absorb new ideas and to master the complex tasks of writing goals and objectives. Subtleties involved in this approach demand a high degree of skill and knowledge about human behavior, and the school district has a heavy responsibility to provide for proper inservice experiences. Special seminars should be designed to introduce the background and philosophy involved in the new plan, while other workshops could include practical experience in writing typical objectives and opportunities to engage in role-playing in mock appraisal interviews.

Regardless of how carefully any system is put together, in the final analysis, it will depend on the people who administer it. A district has a good chance of success by building a solid foundation with ample and carefully designed in-service preparation.

SUMMARY

The importance of the self-appraisal, motivation, and in-service training aspects of a system cannot be overemphasized. If an appraisal system is to be an effective vehicle for helping administrators to become aware of needed behavior changes in their leadership function and also to become committed to improvement targets, the time and effort spent in formulating the system will have paid handsome educational dividends and made the principalship more rewarding.

Appendix

Exhibit 7

IV, A.
PROGRAM FOR EDUCATIONAL LEADERSHIP
School Town of Highland
Highland, Indiana

NAME _____ ADMINISTRATIVE POSITION _____ YEAR _____

ADMINISTRATIVE TASK AREA	IMPROVEMENT GOAL (State only Generally)	SELF-DEVELOPMENT OBJECTIVE(S) WHICH WOULD BRING ABOUT IMPROVEMENT	MEANS BY WHICH SPECIFIC OBJECTIVES WILL BE ACHIEVED (Activities, Personnel, Material)	METHODS FOR MEASURING ACHIEVEMENT (How Achievement ment will be known)
CURRICULUM AND INSTRUCTION				
STAFF PERSONNEL				

DATE _____

IMMEDIATE SUPERIOR'S COMMENT AND SIGNATURE

Exhibit 7 (continued)

ADMINISTRATIVE TASK AREA	IMPROVEMENT GOAL (State only Generally)	SPECIFIC OBJECTIVE(S) WHICH WOULD BRING ABOUT IMPROVEMENT	MEANS BY WHICH SPECIFIC OBJECTIVES WILL BE ACHIEVED (Activities, Personnel, Materials)	METHODS FOR MEASURING ACHIEVEMENT (How Achievement will be known)
PUPIL PERSONNEL				
FINANCE AND BUSINESS MANAGEMENT				
SCHOOL BUILDINGS AND EQUIPMENT				

APPRAISAL TEAM MEMBER'S COMMENT AND SIGNATURE DATE _____

Exhibit 7 (continued)

ADMINISTRATIVE TASK AREA	IMPROVEMENT GOAL (State only Generally)	SPECIFIC OBJECTIVE(S) WHICH WOULD BRING ABOUT IMPROVEMENT	MEANS BY WHICH SPECIFIC OBJECTIVES WILL BE ACHIEVED (Activities, Personnel, Materials)	METHODS FOR MEASURING ACHIEVEMENT (How Achievement will be known)
SCHOOL-COMMUNITY RELATIONS				
PROFESSIONAL GROWTH				
SUPPORTING SERVICES				

Administrator's Signature

Date

Date

OTHER COMMENTS (Superintendent, Assistant Superintendent, Director)

Exhibit 7 (continued)

IV, B. SUMMARY REPORT OF APPRAISAL

Name of Administrator _____

Administrative Position _____ Year _____

I. Evaluation of Achievement of Specific Objectives:
(Describe specific evidence of attainment)

II. Record of Conference (Dates, Activities, help rendered)

III. Goals and Objectives Recommended to the Appraisee for the next year by the Appraisal Team

IV. Comment by Appraisee:

V. Signatures (Signature indicates completion of appraisal; not necessarily agreement with the appraisal)

Appraisee _____

Immediate Superior _____

Member of Appraisal Team _____

Date _____

Exhibit 7 (continued)

IV, C. SUMMARY REPORT OF OVERALL APPRAISAL

I. Recommendation by Immediate Superior for Further Action:
(Include a summary evaluation of the appraisee's overall administrative performance in relation to the descriptions of administrative performance described in Section II and his formal job description.)

II. Comments by Appraisee:

III. Signatures (Signature indicates appraisee has read this report; not necessarily agreement with appraisal)

Appraisee _____

Immediate Superior _____

Date _____

IV. Action Recommended or Taken by Superintendent:

Signature _____

Date _____

Exhibit 8

FORM G

Arlington County
Public Schools

ADMINISTRATOR EVALUATION

NAME	ASSIGNMENT	SCHOOL YEAR

1. What are the highlights of your job performance during the past year? (Special studies, projects, experiments, individual contributions, distinctions, and innovations.)

2. What factors have inhibited the attainment of your objectives? Why?

3. In what way could the administrative and supervisory services available to you from the Superintendent's Central Office Staff be improved?

4. With the full realization that an institution may rise or decline for reasons quite beyond the control of its responsible head, how would you rate the trends of the following factors in your school or area of responsibility? Indicate on the scale below which best describes your situation.

	Improving	On a Plateau	Declining
1. Personnel:			
2. Program:			
3. Pupils: (For Principals only)			
4. Plant:			
5. School or function as a whole			

5. If any of the above are "declining", please indicate:

   a. Why you believe that they are.

Exhibit 8 (continued)

b. What you are doing about it.

_____

_____

c. How the central administrative and supervisory services can help you work at this problem.

_____

_____

6. Have you published any articles in professional or other magazines during the past year? If so, please list the title of the article and the name of the magazine in which it appeared.

_____

_____

7. Have you addressed any professional meetings during the past year? If so, please list the topic and the group in which you spoke.

_____

_____

8. List conferences attended, courses taken, studies made, etc. as part of the program for your own professional growth.

_____

_____

9. List below those duties and responsibilities to which you feel you should give more concerted attention during the coming year.

_____

(Optional)
☐ I would like to have a conference with _____ concerning this evaluation.

Signature	Date

10. REVIEW.
a. Immediate Supervisor
Note any comments concerning the nine sections above. (Use additional page if necessary.)

_____

_____

Exhibit 8 (continued)

Recommendation of reviewer

☐ I am in agreement with this evaluation except as noted above and recommend that it become part of this employee's personnel file.

☐ I recommend that this evaluation be reviewed by

Name of Additional Reviewer	
Immediate Supervisor	Date

b. Appropriate Superintendent
Note any comments concerning the nine sections above. (Use additional page if necessary.)

Recommendation of reviewer

☐ I am in agreement with this evaluation except as noted above and recommend that it become part of this employee's personnel file.

☐ I recommend that this evaluation be reviewed by

Name of Additional Reviewer	
Appropriate Superintendent	Date

Exhibit 9

CINCINNATI PUBLIC SCHOOLS

Appraisal of Administrative and Supervisory Performance

Name _____ Position _____

School or Office _____

Period Covered by Appraisal: 196_-196__ Appraisal Status _____

Instructions: Appraisal form should be completed in duplicate. Original for Evaluator: carbon copy for Appraisee. Original copy, when completed, sent to Division of Staff Personnel.

To Appraisee:

1. Prepare list of major areas of responsibility (Page 2)
2. Identify specific "job targets" (Page 3)
3. Clear above with Evaluator
4. Work to achieve "job targets." Seek help when needed.
5. Complete self-appraisals (Pages 2 and 3)
6. Submit completed self-appraisals to Evaluator (both copies)

To Evaluator:

1. When requested, react to Appraisee's identification of (a) major areas of responsibility; (b) "job targets"
2. Provide Appraisee help and assistance
3. Analyze Appraisee's self-appraisals
4. Make *tentative* evaluation of Appraisee (Pages 2, 3 and 4)
5. Review *tentative* evaluation with Reviewer
6. Complete *final* evaluation of Appraisee (both copies)
7. Schedule and conduct appraisal conference with Appraisee (Original copy to Division of Staff Personnel; carbon to Appraisee)

To Reviewer:

1. Become as knowledgeable as possible with performance of Appraisee
2. React to evaluations of Evaluator
3. Question Evaluator as to validity of evaluations

Signatures: Signatures indicate completion of appraisal process. If Appraisee is dissatisfied with appraisal conference, he may

request a review of the appraisal with both Evaluator and Reviewer.

Appraisee: _____ Date _____

Evaluator: _____ Date _____

Reviewer: _____ Date _____

Scope of Job – Major Areas of Responsibility

Instructions: To Appraisee – 1. List major areas of responsibilities (scope of job)
2. Indicate extent of achievement in each (self-appraisal)
To Evaluator – 1. Indicate an estimate of accomplishment in each (Evaluator's evaluation)

Evaluation Code – Use the number that best describes extent of achievement.

Low High

1 2 3 4 5

MAJOR AREAS (List in topical form; elaboration not required)	Column 1 For Appraisee					Column 2 For Evaluator				
	1	2	3	4	5	1	2	3	4	5

Explanatory Comments (as desired)

Appraisee | Evaluator

Job Targets

Instructions: To Appraisee – 1. List specific targets upon which you plan to work.
2. Assess results attained at end of appraisal period (self-appraisal)

Exhibit 9 (continued)

To Evaluator — 1. Evaluate appraisee's achievement of job targets (Evaluator's evaluation)

Evaluation Code — Use same code as for major areas.

Job Targets (List in topical form; elaboration not required)	Column 1 For Appraisee					Column 2 For Evaluator				
	1	2	3	4	5	1	2	3	4	5

Explanatory Comments (as desired)

Appraisee	Evaluator

General Evaluation

Instructions: To Evaluator — In terms of your general knowledge gained in your contacts with the appraisee, assess his over-all general leadership qualities and performance.

Evaluation Code: Use same evaluation code as for previous sections.

Performance Factors		Encircle				
1. Knowledge	Extent of information and knowledge needed to function as an educational leader.	1	2	3	4	5
2. Planning	Degree to which careful planning is done before an action is taken.	1	2	3	4	5
3. Follow-Through	Evidence that planning and actions are carried out to a successful conclusion.	1	2	3	4	5
4. Organization	Extent to which own work is well-organized as well as that of those supervised.	1	2	3	4	5

Exhibit 9 (continued)

5. Initiative	Evidence of ability to originate and develop constructive ideas and actions.	1	2	3	4	5
6. Decision-Making	Degree to which decisions are sound, timely and effectively carried out.	1	2	3	4	5
7. Communication	Extent to which both superiors, subordinates and staff are kept well-informed.	1	2	3	4	5
8. Ability to Motivate	Evidence of ability to inspire and challenge those whose performance is directed or supervised.	1	2	3	4	5
9. Ability to Develop	Extent of ability to promote development and growth of those directed or supervised.	1	2	3	4	5

General Comments of Evaluator

Exhibit 10

CULVER CITY UNIFIED SCHOOL DISTRICT
CULVER CITY, CALIFORNIA

APPRAISAL OF ADMINISTRATIVE AND SUPERVISORY PERFORMANCE

NAME _____ POSITION _____

SCHOOL _____

PERIOD COVERED BY APPRAISAL _____ DATE _____

Instructions: Appraisal form should be completed in duplicate; original for appraiser, carbon (second copy) for appraisee. Original copy, when completed, should be forwarded to the personnel office. Appraiser may wish to Xerox a working copy which can also be used for personal review.

To Appraisee:

1. Prior to conference, identify and prepare on the appraisal form a list of long-range goals and job targets or objectives.
2. Complete Supplementary Information sheet and submit to appraiser prior to the appraisal conference.
3. Refer frequently to section in handbook – *Role Expectations For Administrative and Supervisory Personnel* and to the job description for your own position.
4. Discuss goals and targets in detail with appraiser.
5. List prospective dates of completion.
6. Work to achieve goals and objectives. Seek help when needed.
7. Engage in constant self-appraisal.

To Appraiser:

1. React to appraisee's identification of (a) long-range goals (b) job targets. DISCUSS the suitability of the various objectives.
2. Provide appraisee assistance toward achievement of goals/objectives.
3. At the appraisal conference, analyze the status of the objectives sought.
4. Appraisal summary must be filled out at end of each appraisal period.

Exhibit 10 (continued)

PERFORMANCE APPRAISAL – ADMINISTRATIVE PERSONNEL

GOALS AND OBJECTIVES

NAME _____

LOCATION _____

Long-range goals connote objectives which are fundamental and on-going and which must be pursued steadily over an extended period of time. Short-range objectives are job targets that may be accomplished during the day-to-day job performance. Goals and objectives should focus not only on areas needing improvement, but also concentrate on plans which will stimulate growth and development in the various areas of responsibility. Major areas are: administration, organization, finance and business management, personnel management, curriculum and instruction, school and community relations, professional growth.

Instructions:

To Appraisee:

1. List the long-range goals and objectives. Objectives may be listed as subheadings of long-range goals or as separate entities. Attempt to place short- and long-range objectives in logical groupings. Identify to differentiate if necessary. Write objectives in terms of outcomes expected.
2. Delivery system includes a brief outline of the process you intend to use to accomplish your objectives.
3. Assess results attained at end of appraisal period. In COMMENT column, write briefly the *indicators* or *conditions* which illustrate completion of objectives or goals. Use column to explain any variance.

To Appraiser: In COMMENT column indicate an estimate of accomplishment or status for each goal or target at end of appraisal period. INCLUDE COMMENDATIONS AND/OR RECOMMENDATIONS.

Exhibit 10 (continued)

Goals/Objectives (State Precisely in Terms of Outcomes Expected	Proposed Delivery System (Activity, Process, Material, etc.)	Target Dates	Appraisee Comments (Include Indicators)	Appraiser Comments

Exhibit 10 (continued)

APPRAISAL SUMMARY

Apprasier Comments: Indicate here in narrative form your overall appraisal of the status of goals and targets sought by the appraisee. If there is need to schedule additional conferences, include that notation. Otherwise, the regular schedule of appraisal will be followed. Commendations or recommendations should also be included here. Comments which indicate need for improvement should be specific in nature.

APPRAISEE COMMENTS (OPTIONAL):

SIGNATURES: Signatures indicate completion of appraisal process.

APPRAISEE _____ DATE _____

APPRAISER _____ DATE _____

REVIEWER _____ DATE _____

SUPPLEMENTARY INFORMATION

(Prepare in duplicate. Original for filing)

Please list the activities in which you are or have been engaged this year, noting any special functions you may have performed. Attach additional sheets if needed.

1. Work on system-wide committees _____

_____

2. Membership and work in professional organizations _____

_____

_____

Exhibit 10 (continued)

3. In-service training activities (include college or university courses; institution; hour credit received; etc.) _____

_____

4. What sort of other activities have you engaged in, other than the foregoing, which you feel have contributed to your effectiveness? (Include any you wish: home, recreation, travel, private study, etc.) _____

_____

5. In the space provided, or on another sheet of paper, please describe:

   a. Any help you have received this year which you found to be valuable.

   _____

   _____

   b. The sort of additional help which you feel would be most likely to improve the quality of your work. _____

   _____

   c. The suggestions you would make for the improvement of administration and for supervision on a system-wide basis. _____

   _____

   d. The suggestions you would make for improved administration and for supervision in your school or in the department of which you are a member.

   _____

   _____

   e. The suggestions you would make for the improvement of the appraisal system, or of this form. _____

   _____

Exhibit 11

APPRAISAL SURVEY
FOR
ADMINISTRATIVE SERVICE

To Staff:

Listed below are numerous factors which directly relate to the administrative services for which I am responsible. I am interested in maintaining good service where it exists, and improving, to the best of my ability, the service which may need strengthening.

It is not necessary to comment on every item. Let your own judgment dictate which areas will need a comment. Will you take the time to formulate a specific statement, in positive terms, which will assist me in improving my service to you, as a member of the staff.

LEADERSHIP FACTORS	COMMENTS
1. Demonstrates leadership	
2. Stimulates staff participation	
3. Sensitive to interstaff communication	
4. Provides clear and consistent direction	
5. Anticipates problems	
6. Is resourceful in coping with problems	
7. Has rapport with staff	
8. Helps staff achieve meaningful goals	
9. Inspires interest in improving the educational program	
10. Maintains positive and equitable performance appraisal procedures for staff	
11. Maintains a respect for the dignity of *all* the individuals concerned in disciplinary action.	

Exhibit 11 (continued)

12. Recognizes that public relations is important and that the best PR begins in the classroom.	
13. Minimizes classroom interruptions.	
14. Provides staff members security and freedom to do good work.	
15. Encourages staff initiative and innovation.	
16. Plans and holds staff meetings only as needed.	
17. Works with staff in cooperatively establishing fair and equitable teaching and non-teaching responsibilities.	
18. Provides for availability of supplies and equipment.	
19. Develops staff morale which supports staff members so they feel successful and identify with the school effort.	
20. Is fair in dealing with staff in conflict situations.	
21. Involves students and staff in developing and maintaining reasonable standards of conduct.	
22. Is sensitive to racial and ethnic needs of students, staff and community.	
23. Provides opportunities for selected professional development experiences for staff.	
24. Exercises administrative discretion in a manner which is not arbitrary, capricious, unfair or unreasonable.	

OTHER REMARKS OR SUGGESTIONS FOR IMPROVEMENT: